

Carleton University

Winter 2023

College of the Humanities

FYSM 1106B - Intersections of Identity in Ancient Greece and Rome**Instructor:** Sarah Cook**Email:** sarahcook@cunet.carleton.ca**Office Hours:** Tuesdays 1:15 pm – 3:15 pm, via Zoom**Meeting:** T/R 11:35 – 12:55, Residence Commons 214**Course Description**

Humans live at the intersections of various categories of identity including social class, race, gender, and sexuality. We express these facets of our identities in many different subtle and striking ways. Sometimes, our identities help us to connect better with others. At other times, they set us apart. In ancient Greece and Rome, individuals and communities found themselves at intersections of identities just like today. Their categories and expressions of identity, however, differed in some ways from our contemporary terms. During this second semester, we turn our attention to the identities at play in ancient Roman society throughout history, from the Etruscans to the height of the Roman empire. By examining ancient artefacts and reading texts such as Virgil's *Aeneid*, Ovid's *Metamorphoses*, and selections from Plutarch's *Lives*, students will gain an understanding of the various economic, ethnic, and gendered forces that constructed identity for those living in ancient Roman society. We will address questions such as: how did individuals construct and express identity in ancient Rome? To what extent were individual and group identities intertwined? What factors condition how an individual or group might choose to express their identity? How did ancient Roman writers identify and interpret an "other?"

My thanks to the Carleton University SaPP and to Zoë Brewerton for her collaboration on this syllabus.

Learning Objectives

In this course, students will learn:

- An overview of the history of ancient Rome up to the 2nd century CE
- How ancient Roman society changed throughout history
- The ways in which societal changes impact individual and communal identities
- How ancient conceptions of identity differ from our own
- To read works of ancient literature in light of their historical context
- How to engage critically with primary and secondary source texts
- Issues in classical pedagogy related to race and gender
- How to plan and write a well-structured research essay
- How to cite academic sources and use them in a research essay
- How to use the Carleton University Library to find reputable secondary sources

Course Procedure

This is an **in-person** class located on Carleton campus. **Carleton University has paused its mask mandate as of June 25th, 2022.** In light of this, masks are not required in our classroom. Carleton University continues to recommend, however, that students wear a mask that covers their nose, mouth, and chin when they are in a space in which physical distancing is not possible. **I urge all students on campus to consider wearing a mask.** Masking is a form of community care that keeps those most vulnerable in our community safe.

On Contacting me: You can always reach me via my Carleton email (see first page of syllabus). I will respond to your emails within 24 hours Monday through Friday. If you have not received a response within that window, feel free to send me a second email to touch base. I may not check my email over the weekend, so please be careful to contact me in advance if you have important questions regarding assignments.

Classroom Environment

A classroom is a community of learning where we all help each other to come to a better understanding of the material that we encounter. To foster a happy and healthy community space, please use respectful language and be kind to your peers. I encourage us all to be patient with one another as we pursue our studies.

Absence

In light of the ongoing global pandemic, please prioritize your health and do not come to campus if you feel any symptoms of illness. I will be happy to help you to catch up on any material that you miss. Any absence due to illness is **excused** and will not reduce your participation grade. You do not require a doctor's note for absences due to illness, but please use Carleton University's [self declaration of illness form](#).

On Mental Health and Well-Being:

Universities can be challenging, intimidating environments. I encourage all students to pay attention to their mental health and well-being in the midst of assignments and term papers. To this end, please be in contact with me if you experience any issues throughout the term that affect your academic performance. I'm very open to working out accommodations that will allow you to complete your work and maintain your overall well-being. **Any day that you need to miss class in order to look after your mental health qualifies as a missed class due to illness and is excused.** Please see the link below for mental health and well-being resources available to members of the Carleton community, which I encourage you to use as needed:

<https://carleton.ca/wellness/>

Grade Distribution

Reading Summaries: (5 × 2%) 10%

Participation: 20%

Lives Assignment: 20%

Research Project Outline: 15%

Research Project Presentation: 10%

Research Project: 25%

Assessments

Reading Summaries (10%)

Students must complete 5 reading summary assignments over the course of the semester, each worth 2% within this 10% category. You may choose which day of readings you will summarize in your assignment and submit the summary on the Thursday evening of that week by 11:59 PM. Reading summaries should be short, 1-page double-spaced (12-point font) compositions in which students briefly summarize the contents of the reading(s) for that day. These summaries should be written using formal, academic language. They should be well-structured and easy to read. Reading summaries are due by the beginning of class. They can be submitted electronically. Reading Summaries will be graded for completion, and I will offer feedback on the clarity of your writing and your grasp of the readings. Please see the reading summary rubric on our class Brightspace page for further guidance. All reading summaries **are due by 11:59 PM EST** on the Thursday of the assigned week.

I am aware that summaries of our various texts are available online. Submitting work that is not your own results in a referral to the Dean's office and the possibility of a grade of F in this course. Please see the **Academic Integrity** section below. Due dates for these assignments are listed on the syllabus.

Participation (20%)

As mentioned above, first-year seminar courses provide a unique opportunity for discussion between peers and professors in a small classroom setting. To earn a high participation grade, you should take full advantage of this setting to share your thoughts and ideas and respond to your peers. Any questions that I receive via email or engagement during office hours can also count towards your participation grade. Students who arrive to class on time having completed the reading and are prepared to discuss it, and who are consistently respectful of their peers may earn full points in this category.

Lives Midterm Assignment (20%)

The *Lives* Assignment offers students the opportunity to engage with various selections from Plutarch's *Lives*. I will provide a list of excerpts from which students may choose **one**. Once chosen, students should conduct further research on this historical figure and write a short paper on how Plutarch discusses this figure and what he perceives to be their significance in the history of Rome. The *Lives* paper should be a minimum of 3 pages long in a 12-point font and double spaced. The midterm assignment is due **by 11:59 PM EST on Friday, February 17th**.

Final Research Project Outline (15%)

The final research project outline ensures that students are on track to complete a successful research assignment, which takes the place of a final exam. The outline should be 2 pages double-spaced (12-point font) and should offer a coherent description of the nature of the project and a minimum of 2-3 sources that you have consulted thus far. They should be cited in the correct Chicago Style citation format. All research paper outlines are due on the first day of outline presentations: **Tuesday, April 4th by 11:59 PM** by electronic submission.

Final Research Project Presentations (10%)

All students are invited to present their research to the class in short, 5-minute presentations during our last week of class. These presentations offer an opportunity for students to engage with their peers' research topics. The presentation highlights your work in progress and offers the opportunity for discussion and feedback. Please see the course schedule below for presentation dates.

Final Research Project (25%)

The research assignment takes the place of a final exam and requires that students pursue the issue of identity in a detailed manner in one ancient text or artefact. I will offer you a few texts and pieces from which you may choose. This assignment should address the various identities at play in the text. You should consult a minimum of 3-4 secondary sources to give historical context to your text. If you wish to choose a particular text (or artefact) not listed, please contact me in advance to discuss your choice. For this assignment, I will accept submissions in the form of an academic paper OR a podcast/video. Please see the assignment outline for assignment guidance for each different format. If you need any assistance finding secondary sources, please let me know. The research assignment is due on **Thursday, April 27th by 11:59 PM EST** by electronic submission.

Citation

The citation method that we will use for all assignments in this course is Chicago Style (Turabian/Notes-Bibliography, NOT author-date). Please review Chicago Style using [this resource](#). I'm happy to help you to review citations on your first assignment or to answer questions regarding this format, as it may be unfamiliar to many of you. Getting your citations right is a great way to score points on your evaluation and to avoid plagiarism. You should cite any information from an outside that you use in your assignments. When you directly use the language of the source itself, please use double quotation marks to frame your quotation.

Failure to use in-text citations in the form of Chicago style, MLA, or APA is a form of plagiarism and will result in a grade of 0. If you submit plagiarized work a second time, I must refer the case to the Dean's Office.

Late Assignments

Late assignments will be penalized at a rate of 10% per day. If you anticipate struggling to submit an assignment on time, please contact me as early as possible so that we can discuss a possible accommodation.

Letter Grade Scale

A+	90-100	C+	67-69
A	85-89	C	63-66

A-	80-84	C-	60-62
B+	77-79	D+	57-59
B	73-76	D	53-56
B-	70-72	D-	50-52

Academic Integrity

Plagiarism is a serious offence that can jeopardize your future at this university. Carleton University defines plagiarism as “submitting work in whole or in part written by someone else” and “failing to acknowledge sources through the use of proper citations when using another author’s work.” Please see the link below for more information:

<https://carleton.ca/registrar/academic-integrity/>

Plagiarism, however minor, will be taken very seriously by the instructor and a report filed with the Dean’s office, who handle all academic integrity allegations. Their response to plagiarism ranges from a zero on the assignment submitted, to an F for the entire course. If you find yourself panicking and tempted to cut and paste, **don’t!** Email me and we’ll work out an extension or other accommodation for you.

Required Texts

I have done my best to locate readings for this course online to save you some money on books and some time at the library. I have provided links on the schedule below for all of our ancient sources and I will provide PDF copies or links for all of our secondary source readings. Links are listed below on the syllabus. I will post PDFs in Brightspace.

Course Schedule

***This schedule is subject to change**

Winter Term Schedule			
Week #1			
Date	Module	Reading	Assignments
Tuesday, January 10th	Welcome back	Syllabus	
Thursday, January 12th	Remembering Rome	TRIGGER WARNING: white supremacy, racist language	11:59 PM: Reading

		<p>“A New Roman Empire for White People.” <i>Pharos</i> (2019). A New Roman Empire for White People</p> <p>TRIGGER WARNING: misogynistic, violent language</p> <p>“Cato the Elder Endorsing Misogyny in Online Forums.” <i>Pharos</i> (2019) Cato the Elder Endorsing Misogyny in Online Forums</p>	Summary #1 DUE
Week #2			
Tuesday, January 17th	History: Beginnings	Kathryn Lomas. “Trojans, Latins, Sabines, and rogues.” <i>Rise of Rome</i> . Cambridge: Harvard University Press, 2018. Pp. 35-53.	
Thursday, January 19th		Invicta. “The Rise of Rome - How Italy was Conquered.” Video. 14:58. The Rise of Rome	11:59 PM: Reading Summary #2 DUE
Week #3			
Tuesday, January 24th	The Etruscans	Erika Simon. “Greek Myth in Etruscan Art.” <i>The Etruscan World</i> . Eds. Jean Macintosh Turfa and Ashwini Tambe. Taylor and Francis, 2013. Pp. 495-512.	
Thursday, January 26th		Mark Cartwright. “Etruscan Art.” <i>World History Encyclopedia</i> (2017). Etruscan Art	11:59 PM: Reading Summary #3 DUE
		Alina Simone. “Where do the Etruscans come from?” <i>The World</i> (2016).	

		Where Do the Etruscans Come From?	
Week #4			
Tuesday, January 31st	National Origins I	Dionysius of Halicarnassus. <i>The Roman Antiquities</i> . Tr. Earnest Cary. Book I. 40-45. The Roman Antiquities Book I	
Thursday, February 2nd		P. Vergilius Maro (Virgil). <i>The Aeneid</i> . Tr. Theodore Williams. Boston: Houghton Mifflin Co, 1910. Book I. The Aeneid	11:59 PM: Reading Summary #4 DUE
Week #5			
Tuesday, February 7th	National Origins II	Livy. <i>The History of Rome</i> . Tr. Rev. Canon Roberts. New York: E. P. Dutton and Co, 1912. Book I. chapters 9-13. The History of Rome	
Thursday, February 9th		Tom Stevenson. "Women of Early Rome as 'Exempla' in Livy 'Ab Urbe Condita, Book 1.'" <i>The Classical World</i> 104.2 (2011), pp. 175-189.	11:59 PM: Reading Summary #5 DUE
Week #6			
Tuesday, February 14th	Religion and the State	Valerie M. Warrior. "The Gods and their Worship." <i>Roman Religion</i> . New York: Cambridge University Press, 2006. Pp. 2-14.	
Thursday, February 16th		Ross Shepard Kraemer. "The Spread of the Bacchic Rites to Rome in 186 BCE." <i>Women's Religions in the Graeco-Roman World</i> . Oxford: Oxford University Press, 2004. Pp. 283-292.	Friday, February 17th 11:59 PM: Lives Midterm Assignment Due

Week #7			
Tuesday, February 21st	Happy Winter Break!		
Thursday, February 23rd			
Week #8			
Tuesday, February 28th	Religion and Gender	Shaun Tougher. "Eunuchs of the Great Mother: the Galli in Rome." <i>The Roman Castrati</i> . London: Bloomsbury, 2021. Pp. 7-20.	
Thursday, March 2nd		Molly M. Lindner. "Exemplars of Sanctitas." <i>Portraits of the Vestal Virgins, Priestesses of Ancient Rome</i> . Ann Arbor: University of Michigan Press, 2015. Pp. 187-198.	11:59 PM: Reading Summary #6 DUE
Week #9			
Tuesday, March 7th	Identities at Home and Abroad I	Jane F. Gardner. "Sexing a Roman: Imperfect Men in Roman Law." <i>When Men Were Men</i> . Eds. Lin Foxhall and John Salmon. London: Routledge, 1999. Pp. 136-152.	
Thursday, March 9th		Dominic Montserrat. "Experiencing the Male Body in Roman Egypt." <i>When Men Were Men</i> . Eds. Lin Foxhall and John Salmon. London: Routledge, 1999. Pp. 153-164.	11:59 PM: Reading Summary #7 DUE
Week #10			
Tuesday, March 14th	Identities at Home and Abroad II	Jacques-Emmanuel Bernard. "Portraits of Peoples." <i>A Companion to Livy</i> . Ed. Bernard	

		Mineo. Malden: Wiley Blackwell, 2015. Pp. 39-51.	
Thursday, March 16th		S. Leach et al. "A Lady of York: migration, ethnicity, and identity in Roman Britain." <i>Antiquity</i> 84 (2010), pp. 131-145.	11:59 PM: Reading Summary #8 DUE
Week #11			
Tuesday, March 21st	Crossing Boundaries	Domitilla Campanile. "The Patrician, the General, and the Emperor in Women's Clothes." <i>Trans Antiquity</i> . Eds. Domitilla Campanile, Filippo Carla Uhinck, and Margherita Facella. London: Routledge, 2017. Pp. 52-64.	
Thursday, March 23rd		Ovid. "The Story of Iphis and Ianthe." <i>Metamorphoses</i> . Tr. Rolfe Humphries. Bloomington: Indiana University Press, 2018. Pp. 229-233.	11:59 PM: Reading Summary #9 DUE
Week #12			
Tuesday, March 28th	Identity on the Roman Stage	Alain Fantham. "Women in Control." <i>Women in Roman Republican Drama</i> . Eds. Dorota Dutsch, Sharon L. James, and David Konstan. Madison: The University of Wisconsin Press, 2015. Pp. 91-107.	
Thursday, March 30th		T. Maccius Plautus. <i>Asinaria</i> . Tr. Henry Thomas Riley. London: G. Bell and Sons, 1912. Introduction (the subject); Act I scenes 1-3. Plautus - Asinaria	11:59 PM: Reading Summary #10 DUE
Week #13			

Tuesday, April 4th	Research Project Presentations		11:59 PM: Final Research Project Outline DUE
Thursday, April 6th	Research Project Presentations		
Week #14			
Tuesday, April 11th	Research Project Presentations		
Thursday, April 27th	11:59 PM: Final Research Project Due		
Winter Term Ends			

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. [On this page](#), you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

[Academic Integrity Process](#)

Academic Accommodation Policy

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: [The Paul Menton Centre for Students with Disabilities \(PMC\)](#) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two

weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading System at Carleton University

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion can be found [here](#). Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

Course Sharing Websites and Copyright

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
[More information](#)

Student Rights and Responsibilities at Carleton

Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The [Student Rights and Responsibilities Policy](#) governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the **instructor** concerned and for making alternate arrangements with the instructor and in all cases this must occur **no later than three (3) working days after the term work was due**. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.
2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.
3. If a student is concerned the instructor did not respond to the request for academic accommodation or did not provide reasonable accommodation, the student should consult with the department/school/institute chair/director. If a mutually agreeable accommodation to complete course requirements prior to the course grade submission deadline cannot be achieved, the Associate Dean will become involved. If academic accommodation is not granted, and the student receives word **after** the academic withdrawal deadline, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses) for a final grade of WDN (Withdrawn) in the course(s). If academic accommodation is not granted, and the student receives word **prior** to the academic withdrawal deadline, the student may elect to withdraw from the course(s).
4. Furthermore, if academic accommodation is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. [More information of deferred Term Work](#)

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office **no later than three working days after the original final examination or the due date of the take-home examination**; and,
2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination. The University's preferred medical form can be found at the Registrar's Office [here](#).

[More information on Final Exam Deferrals](#)
[Registrar's Office "Defer an Exam" page](#)

Financial vs. Academic Withdrawal

Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend, you must withdraw in [Carleton Central](#) within the published deadlines to cancel your registration. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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